

Side 1 can be completed by district staff that regularly handle data entry and student records.

Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 1)

Alpha letters go in boxes. Note position of "first" and "last" names.

Child Identification Information

Mark only one.

Child's name (first) (mi) (last)

CRITICAL INSTRUCTIONS

USE ONLY AN ORIGINAL FORM; **NO PHOTO COPIES.**
USE ONLY A #2 PENCIL. **NO INK.**
DO NOT FOLD OR STAPLE THIS FORM.
DO NOT PUT STICKY NOTES ON THIS FORM.
(Use an additional sheet if necessary)
DO NOT THREE-HOLE PUNCH THIS FORM.
ERASE ALL STRAY MARKS AND ERRORS **COMPLETELY.**

"Bubble" in circles completely using only a number 2 pencil. **NO INK!**

Race/Ethnicity

- ☐ American Indian or Alaska Native
- ☐ Asian American
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multiethnic

Gender ☐ M ☐ F

Don't forget to mark "Gender;" it is often overlooked. Mark only one.

Date of birth (mm/dd/yy)

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Please note the order:
MONTH-DAY-YEAR
Example: 012404
= January 24, 2004

Mark only ONE; the primary.

Type of Special Needs Eligibility

- ☐ Autism Spectrum Disorder
- ☐ Cognitive Impairment
- ☐ Deaf-Blindness
- ☐ Early Childhood Develop. Delay
- ☐ Emotional Impairment
- ☐ Hearing Impairment
- ☐ Other Health Impairment
- ☐ Physical Impairment
- ☐ Severe Multiple Impairment
- ☐ Specific Learning Disability
- ☐ Speech & Language Impairment
- ☐ Traumatic Brain Injury
- ☐ Visual Impairment

Location and Assessment Identification Information

District Code

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8

This is your **SCHOOL** district code, **NOT** your zip code.

Assessment Tool Used

- ☐ AEPS
- ☐ Battelle
- ☐ Brigance
- ☐ Carolina
- ☐ COR
- ☐ Crtv. Curric. Dev. Checklist
- ☐ LAP-3
- ☐ Other (specify):

If the **BATTELLE SCREENER** was used to administer the assessment, do **NOT** bubble in "BATTELLE." Instead, bubble in "Other" and specify "Battelle Screener."

Mark **ALL** that apply. If "Other," specify, but don't use an acronym.

SRSD Unique Identification Code (UIC)

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

All children have a unique, 10-digit UIC code. Do **NOT** make up this number. If you do not know this number, obtain it from the UIC Resolver (see note to left).

- Use only #2 pencil, no ink.
- Write and bubble-in full district and SRSD UIC codes.
- Use only original forms.
- Do not fold or staple forms.
- Fill in all circles completely.
- Erase all stray marks and errors completely.
- No sticky notes, for comments please include additional sheets

The UIC Resolver for your district can be found at:
https://cepi.state.mi.us/SRSD/CEPI_Reports/SRSDResolver.asp

Side 2 **MUST** be filled out by the staff responsible for assessing the child.

Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 2)

Please note the order:
MONTH-DAY-YEAR

Date Assessment Completed (mm/dd/yy)

0	1	2	3	4	5	6	7	8	9

You are entering data for **EITHER** an **ENTRY** or an **EXIT** assessment.
MARK ONLY ONE.

- ☐ Collected at program **ENTRY** (i.e., 30 school days after placement)
- ☐ Collected at program **EXIT** (i.e., 30 school days prior to child leaving the program)

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Rating Scale Definitions

1. Not Yet

Child does not yet show functioning expected of his/her age in any situation. Child's functioning might be described as that of a much younger child.

Between Not Yet and Emerging

Emerging

Child does not yet show functioning expected of his/her age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Functioning might be described as that of a

Convert the raw scores derived from your assessment tool to the 7-Point Rating Scale. Use guidance provided by the tool's creator or the State of Michigan Reporting Preschool Special Education Outcomes for SPP Indicator 7: Assessment Tool Information and Alignments.

situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.

6. Between Somewhat and Completely

Child shows functioning expected of a child his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about the child's functioning in this outcome area.

7. Completely

Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her age. There are no concerns about this child's functioning in this outcome area.

Positive Social-Emotional Skills (Including Social Relations)

with adults; Relating with other rules related to groups or interacting and Social Adjustment; and

Question 1a **MUST** be answered at **BOTH** the **ENTRY** and the **EXIT** assessment.

1a. To what extent does the child function, across a variety of situations, in this outcome?

- 1 Not Yet
- 2
- 3 Emerging
- 4
- 5 Somewhat
- 6
- 7 Completely

Do **NOT** answer Question 1b for an **ENTRY** assessment. You **MUST** answer Question 1b for an **EXIT** assessment.

1b. Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?

☐ Yes
☐ No

Acquiring and Using Knowledge and Skills

thinking, reasoning, remembering, and Understanding symbols;

Question 2a **MUST** be answered at **BOTH** the **ENTRY** and the **EXIT** assessment.

2a. To what extent does the child function, across a variety of situations, in this outcome?

- 1 Not Yet
- 2
- 3 Emerging
- 4
- 5 Somewhat
- 6
- 7 Completely

Do **NOT** answer Question 2b for an **ENTRY** assessment. You **MUST** answer Question 2b for an **EXIT** assessment.

2b. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?

☐ Yes
☐ No

Taking Appropriate Action to Meet Needs

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; Contributing to safety, follows rules, assists with household chores; Getting from one place to another; Using tools, forks, strings attached to objects; Physical Movement

Question 3a **MUST** be answered at **BOTH** the **ENTRY** and the **EXIT** assessment.

3a. To what extent does the child function, across a variety of situations, in this outcome?

- 1 Not Yet
- 2
- 3 Emerging
- 4
- 5 Somewhat
- 6
- 7 Completely

Do **NOT** answer Question 3b for an **ENTRY** assessment. You **MUST** answer Question 3b for an **EXIT** assessment.

3b. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

☐ Yes
☐ No